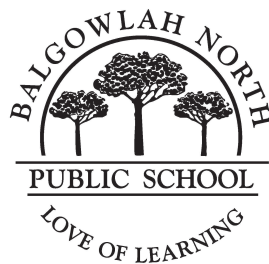


Balgowlah North Public School

Annual Report



2016



3984

Introduction

The Annual Report for 2016 is provided to the community of Balgowlah North Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Owen Taylor

Principal

School contact details

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School background

School vision statement

Balgowlah North Public School is committed to ensuring all children achieve their potential. Our children will be creative, independent thinkers who take responsibility for their own learning. High expectations and quality relationships underpin all aspects of teaching and learning. We value the role teachers and parents play together in the development of confident, respectful and responsible citizens with a lifelong love of learning.

School context

Balgowlah North Public School is located on the lower northern beaches area of Sydney. Situated in a beautiful bushland setting adjacent to Manly Dam, the school enjoys spacious and attractive grounds, and offers a wide range of educational, cultural and sporting opportunities for all students. The very supportive and inclusive culture of Balgowlah North Public School provides an environment conducive to the achievement of excellent outcomes for all students. Our school has developed a well-earned reputation for promoting a love of learning, celebrating success and fostering a strong sense of values and community pride. Our highly qualified, dedicated and caring staff is committed to providing a quality education for all students. The provision of dynamic and innovative programs encourages all students to achieve their personal best and develop a life-long love of learning. We have specialist teachers in dance, music, science and sports skills. In addition, students are able to take advantage of extra-curricular activities which include choir, recorder, band, string ensemble, performance dance groups, PSSA sport, SRC, debating and public speaking, chess and Maths Olympiad. Our school is well resourced and provides students access to the latest technologies. The boys and girls in Years 5 and 6 are part of a 1-to-1 iPad initiative to support their classroom learning. The Positive Behaviour for Learning (PBL) program embedded within our school ensures that children feel safe, happy and confident. Our transition programs promote important links with our neighbouring pre-schools and high schools for the benefit of our children. Our school is welcoming and friendly and works in close partnership with parents and the wider community. We encourage parents to be active participants in school activities and we value their input into their children's education.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Learning

The learning elements of the School Excellence Framework (SEF) include learning culture, wellbeing, curriculum and learning, assessment and reporting and student performance measures. Our teachers have spent professional learning time exploring the 'Growth Mindset' work of Carol Dweck. People with fixed mindsets believe talent is everything. If they're not gifted with the ability to do something, they think they cannot succeed. To contrast that, people with growth mindsets believe they can achieve success in many areas, as long as they work hard and dedicate themselves to their goal and practice. This has implications for the way we provide student feedback. We make sure to praise effort and application and support hard work and deep thinking as the students work through their own personal 'learning pits'. Data walls record student progress based on the clusters within the literacy & numeracy continuums. Student-led conversations and feedback are an important part of this self-assessment process. Technology continues to support learning through our 1-to-1 iPad program in Stage 3 and also through 180 laptop computers strategically placed throughout our school.

Teaching

The teaching elements of the School Excellence Framework (SEF) include effective classroom practice, data skills and use, collaborative practice, learning and development and professional standards. This year, teachers formed professional learning networks to explore aspects of learning such as differentiation, creative thinking, wellbeing, higher order thinking, explicit criteria and student direction. Using the action learning processes 'plan, act, reflect', teachers spent a term investigating their chosen area. Staff reported this style of learning to be a highly valuable professional learning experience. All staff reporting their findings back to the whole team and many different approaches in lesson delivery, feedback, wellbeing and mindfulness have been implemented across stage groups. Teachers have also

streamlined the assessment process through the use of formative assessment and observational checklists. This provides evidence to support decisions about the next steps of student learning as well as being a rich, school-based data source. Each stage team meets regularly to collaboratively plan and evaluate units of work. School resources are directed to support the implementation of new NSW Syllabus documents for the Australian Curriculum in a collaborative manner.

Leading

The leading elements of the School Excellence Framework (SEF) include leadership, school planning, implementation and reporting, school resources and management practices and processes. We continue to meet and consult widely with our parent community about teaching and learning practices, school improvement measures, school policies and areas for improvement. This is done through regular meetings with the P&C executive team, focus groups, surveys, and twice-termly face-to-face meetings. Our school and parent community are jointly fundraising to build a covered outdoor learning area (COLA) to provide much-needed shade and an additional outdoor teaching space for our students. Our school supports our local community of schools, the Northern Beaches Learning Alliance (NBLA), with key staff leading several projects and being involved in curriculum networks across this community. We continue to build our relationships with business and community organisations through fundraising activities and other learning opportunities.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engaged Learners

Purpose

To develop creative, independent thinkers who take responsibility for their own learning and demonstrating independence and resilience as lifelong learners. High expectations are held for all.

Students at Balgowlah North strive to achieve their personal best in all aspects of learning.

Overall summary of progress

All teachers are using visible learning as part of their daily practice. Every lesson has clear learning intentions and success criteria. Learning intentions are brief statements that explicitly describe what students should know, understand and be able to do as a result of the learning and teaching. This makes students aware of the connection between the classroom activity and the learning intention. Students are well informed about what they need to do to demonstrate their learning. The students know of the criteria for assessment which provides a framework for meaningful feedback. The children are able to plot their progress and set learning goals using the literacy and numeracy continuums. . Our continued investment in mobile technology has enabled further differentiation of classroom learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• All children K–6 have their progress entered in PLAN software.	100% of children have their literacy and numeracy progress plotted using PLAN software.	\$1 500 TPL
• NAPLAN growth in literacy and numeracy continues to be higher than expected growth.	Reading growth data between Year 3–5 shows 70% of students achieving better than expected growth. 56% of children are achieving more than expected growth in numeracy.	\$800 casual relief
• Differentiated learning programs meet the needs of all children.	Staff ensure every lesson has clear learning intentions and success criteria. All children are aware of expectations.	
• 3–6 children are responsible for their own personal data walls. Self and peer assessment.	70% of classrooms using data walls. All children are aware of clusters and the next steps to improve their learning.	

Next Steps

- Continue to improve the quality of teacher and peer-to-peer feedback.
- Explore learning and engagement from an evidence and research perspective.
- Implement data walls in 100% of classrooms.
- Work towards using project based learning to promote engagement and authentic learning.
- Review wellbeing practices in the school in consultation with students, parents and teachers.
- Establish flexible learning space to promote engagement, collaboration and creative thinking.

Strategic Direction 2

Expert Teachers

Purpose

To develop a professional team of highly skilled teachers and educational leaders, in a culture of collaboration and mutual respect, who use innovative teaching practices to constantly strive for improvements in student learning outcomes.

Overall summary of progress

Quality teaching, assessment and effective feedback have been a key professional learning focus in 2016. Teachers formed professional learning networks to explore aspects of learning such as differentiation, creative thinking, wellbeing, higher order thinking, explicit criteria and student direction. Using the action learning processes plan, act, reflect, teachers spent a term investigating their chosen area. Staff reported this style of learning to be a highly valuable professional learning experience. All staff reporting their findings back to the whole team and many different approaches in wellbeing and mindfulness have been implemented across stage groups. Teachers are also released from class at the end of each term to engage in collaborative planning sessions. This time is productive, promotes collaboration and is highly valued by all staff. Our teachers and administration staff also spent many hours preparing for the implementation of the new Learning Management and Business Reform (LMBR) platform. This took place in September leading to significant change across many administrative, enrolment and management practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Growth for students in all aspects of literacy and numeracy is above DEC average in NAPLAN assessments.	Percentage of children in top two NAPLAN bands: Year 3 Reading: 68%, decrease of 9% from 2014 baseline.. Year 3 Writing: 65% decrease of 1/5. Year 3 Spelling: 64%, no change. Year 3 Grammar & Punctuation: 64%, decrease of 1/3. Year 3 Numeracy: 53%, decrease of 11%. Year 5 Reading: 59%, decrease of 6%. Year 5: Writing: 25%, decrease of 1/3. Year 5: Spelling: 51%, no change. Year 5 Grammar & Punctuation: 61%, no change. Year 5 Numeracy: 44%, decrease of 4%.	\$1 580 TPL
• Staff performance and development plans identify professional learning goals with links to the Australian Teaching Standards.	All teaching staff have prepared a personal development framework which includes improvement goals. Each staff member has had two lessons observed.	\$3 000 casual relief
• All staff are engaged in regular reflection using formal and informal feedback to improve teaching practice.	Staff meet weekly to discuss learning programs with teachers. Quality Teaching, Successful Students funding has enabled stage leaders to observe practice in all classrooms.	0.4 FTE, QTSS funding

Next Steps

- Continue to review assessment practices and quality feedback.
- Work with our parent community to explore growth mindset thinking.
- Continue to use action learning as a professional learning strategy.
- Investigate teacher wellbeing and how to improve .

Strategic Direction 3

Quality Relationships

Purpose

To enhance and develop staff, parent and community partnerships in the development of confident, respectful and responsible citizens.

To develop local, national and international community partnerships, to improve opportunities and outcomes for students.

Children at Balgowlah North will become active and informed global citizens.

Overall summary of progress

Quality relationships underpin all aspects of school life. Teachers regularly present information sessions to P&C meetings and parent focus groups are used to explore issues more deeply within our community. In addition to formal parent-teacher meetings, we have an open door policy and encourage parents to regularly communicate with teachers about their children's learning. Our PBL system provides a common language and specific teaching points for all contexts throughout the school. Our children are explicitly taught how to behave and our school climate is very respectful as a result. Staff all complete personal development plan and work closely with supervisors to help achieve goals. Our school continues to play a lead role in our local community of schools, the Northern Beaches Learning Alliance. We have continued to build our relationships with parent volunteers, scripture teachers, local businesses, universities, sporting clubs and various charities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Parents are active participants in their children's learning.	Parents attend the school for scheduled parent-teacher interviews. The school's open door policy means that parents make appointments as they see necessary. Regular parent volunteers help in the Learning Lab and 14 of our 26 classrooms.	
• Effective engagement with members of the local community such as parents, families, local media and business organisations.	Regular meetings were held with principal and P&C executive. Parent focus groups to improve communication were held in May & June this year. Several positive articles appeared in the Manly Daily and all our fundraising events were generously sponsored by local businesses.	Parent volunteers
• Partnerships are established at the local, national and international level that connect to student learning.	Bushlink continued their relationship with our school. Bush and garden regeneration were the focus of activities. Apple re-connected with our school to work with our Stage 3 students.	

Next Steps

- Explore online methods to share student work samples with parents more regularly.
- Review reporting practices in light of new Curriculum Assessment and Reporting policy.
- Consult widely in the review of our Student Discipline and Anti-Bullying policies.
- Continue involvement with White Ribbon initiative.
- Implement PDPs for non-teaching staff.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading		
English language proficiency	Classroom teachers are borrowing the resources to teach about multicultural perspectives in class programs.	\$400 RAM Equity Funding
Low level adjustment for disability	Individual learning plans are created by the classroom teacher in consultation with the Learning and Support Teacher and regularly monitored. Progress is communicated to parents via follow up meetings.	SLSOs, LAST, DP.
Quality Teaching, Successful Students (QTSS)	Regular team teaching sessions are timetabled to ensure all teachers receive the opportunity to work with stage leaders and supervisors. Feedback from teachers has been very positive.	QTSS funding = 0.4 FTE (for second semester)
Socio-economic background	Several excursions and camps were paid for using this money. School uniforms were also purchased for those families suffering financial hardship.	RAM Equity Funding \$3746

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	301	284	313	312
Girls	322	328	328	322

Student numbers have grown strongly over the past few years at Balgowlah North. We only accept local area enrolments due to increased enrolment pressures and the lack of permanent classroom facilities. Our numbers dipped slightly this year. Demographers' figures show that the school will grow significantly over the next few years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.2	97.2	96.7	96.5
1	96.2	96.7	95	95.5
2	96	96.3	95.8	95.8
3	95.6	96	95.3	95.5
4	96.2	96.4	95.5	94
5	95.6	95.8	95	95.1
6	95.8	96.2	92.9	94.8
All Years	96.2	96.4	95.3	95.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is high; it remains consistently above state DoE averages and in line with other schools in the former Northern Sydney Region. The Home School Liaison Officer regularly monitors our students' attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.23
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. We do not have any Aboriginal staff at Balgowlah North Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	22

Professional learning and teacher accreditation

This year, our staff participated in valuable weekly professional learning sessions to support student learning outcomes and mandatory guidelines. We joined with 10 other primary schools in the Northern Beaches Learning Alliance (NBLA) for a combined school development day with Steve Dinham and Professor Jenni Gore. The focus on this day was student engagement and quality teaching. Following this day, a number of staff took part in Quality Teaching Rounds which involved lesson observation coupled with rigorous feedback about their teaching practice. Lesson observation and feedback was also a key part of the Performance & Development Framework. Staff members were timetabled off class to observe colleagues teaching lessons. The staff formed professional learning teams to explore personal interest projects based on key educational domains. The findings of each teacher's research was showcased at

our Term 3 school development day. Many of these findings have been implemented across the school, particularly in the areas of technology and student wellbeing. Our staff also worked with James Anderson exploring the research and application of Habits of Mind and growth Mindset and our early career teachers took part in a weekly mentoring program led by our deputy principal. On the final school days, all staff were trained in Applied First Aid which is a nationally recognised award lasting three years.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The three financial summary tables cover 13 months (from 1st December, 2015 to 31st December, 2016). The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	319 910.00
Global funds	331 236.00
Tied funds	118 206.00
School & community sources	470 740.00
Interest	4 664.00
Trust receipts	68 640.00
Canteen	0.00
Total income	1 313 396.00
Expenditure	
Teaching & learning	
Key learning areas	46 733.00
Excursions	81 226.00
Extracurricular dissections	163 137.00
Library	2 697.00
Training & development	16 104.00
Tied funds	120 906.00
Short term relief	85 093.00
Administration & office	115 370.00
School-operated canteen	0.00
Utilities	51 003.00
Maintenance	71 147.00
Trust accounts	75 814.00
Capital programs	104 476.00
Total expenditure	933 706.00
Balance carried forward	379 690.00

The information provided in the financial summary includes reporting from 1st September 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	573 421.32
(2a) Appropriation	418 723.23
(2b) Sale of Goods and Services	6 130.86
(2c) Grants and Contributions	147 636.70
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	930.53
Expenses	-386 516.83
Recurrent Expenses	-386 516.83
(3a) Employee Related	-137 384.26
(3b) Operating Expenses	-249 132.57
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	186 904.49
Balance Carried Forward	186 904.49

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 940 262.48
Base Per Capita	34 678.11
Base Location	0.00
Other Base	3 905 584.37
Equity Total	81 559.15
Equity Aboriginal	436.47
Equity Socio economic	3 746.24
Equity Language	400.00
Equity Disability	76 976.44
Targeted Total	14 319.99
Other Total	3 340.00
Grand Total	4 039 481.62

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

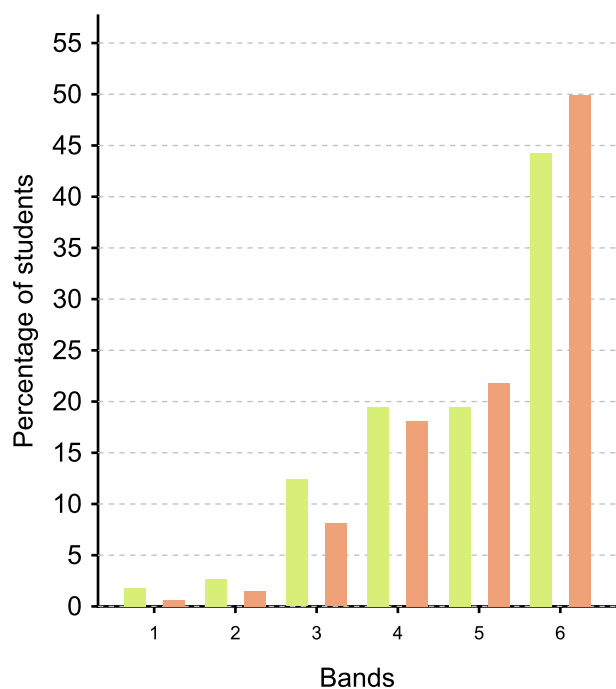
School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

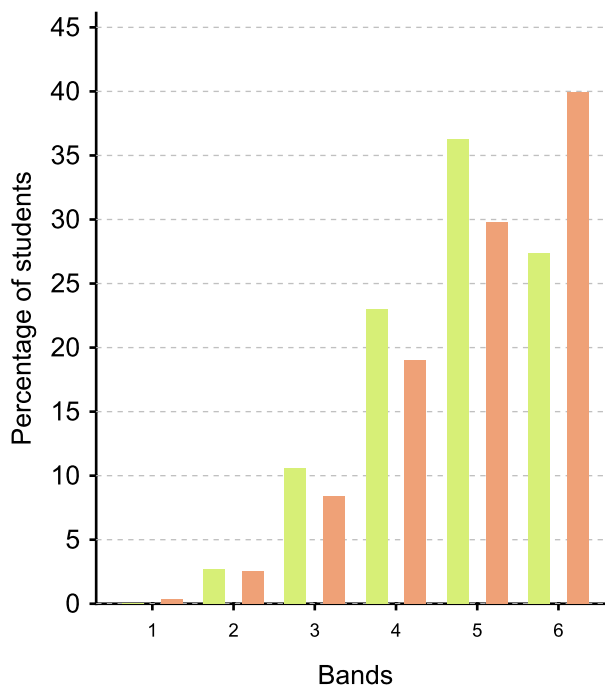
This year, our Year 3 literacy results show we have fewer students in the top two NAPLAN bands than previous years. Our growth from Years 3 to 5 has been very strong, with almost 70% of students achieving more than expected growth. Our Year 5 literacy results show similar numbers in the top two bands as in previous years.

Percentage in bands:
Year 3 Grammar & Punctuation



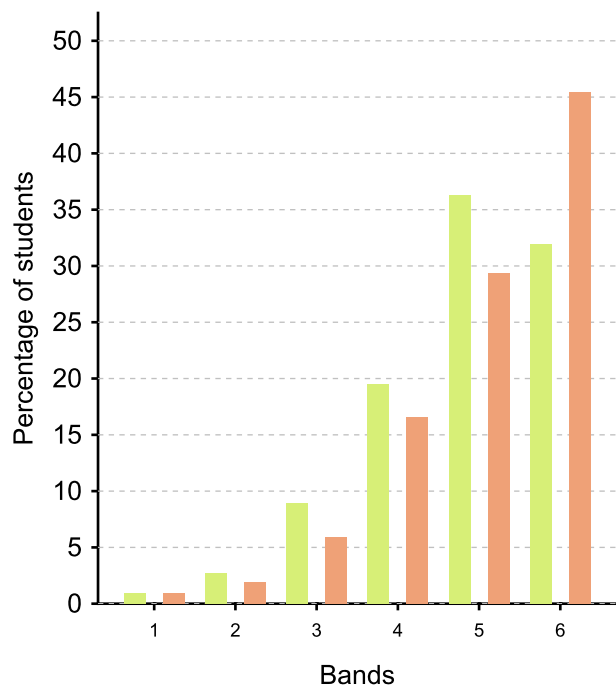
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



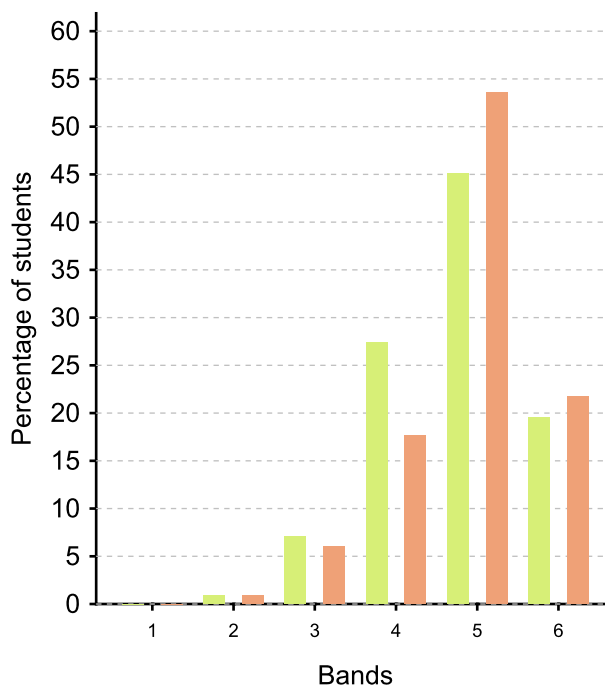
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



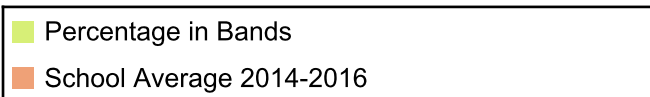
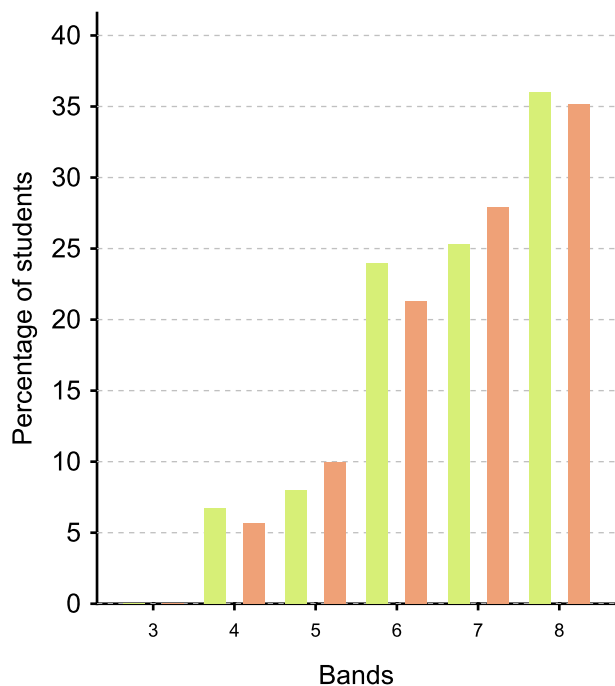
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

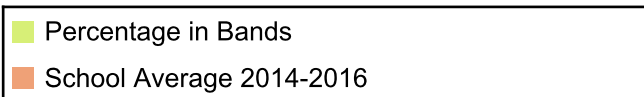
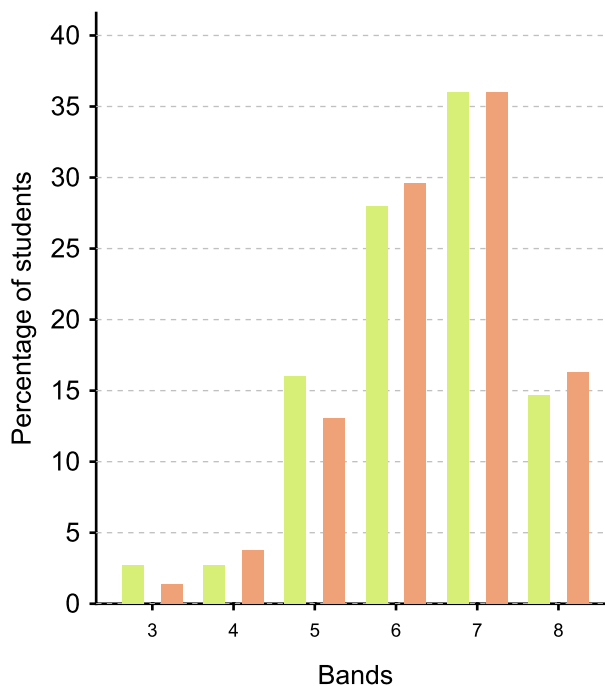


Percentage in Bands
School Average 2014-2016

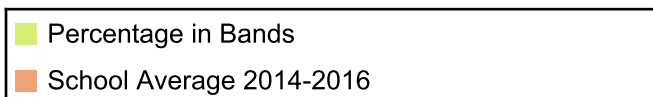
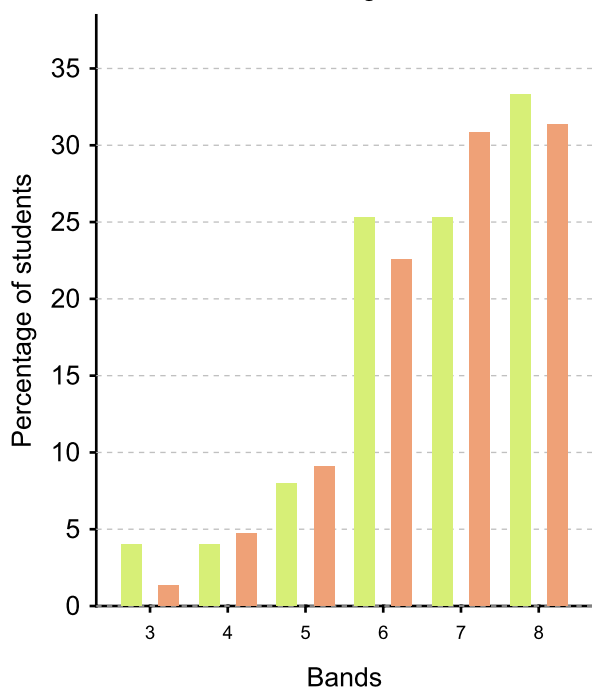
Percentage in bands:
Year 5 Grammar & Punctuation



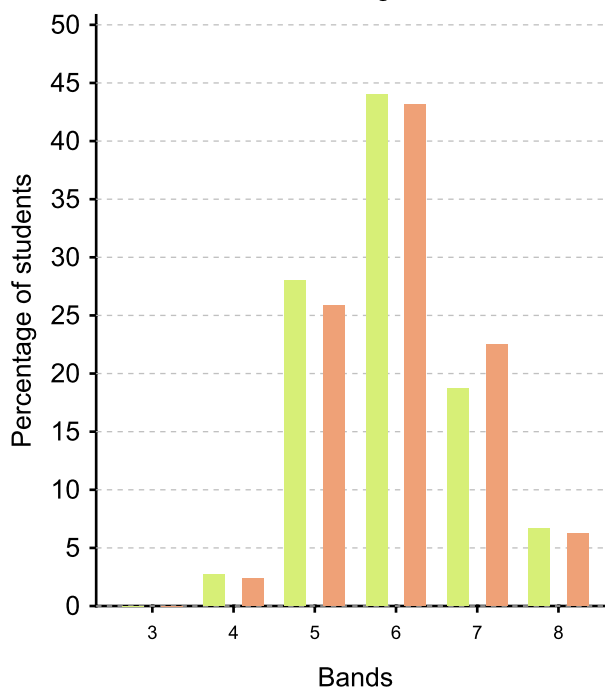
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



This year, our Year 3 numeracy results show we have fewer students in the top two NAPLAN bands than previous years. Those achieving better than expected growth from Years 3 to 5 has fallen to 56%. Our Year 5 numeracy results show 88% of students achieved in the top three bands.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below:

- Parent focus groups discussed the effectiveness of our regular school to home communication.
- Our parent community appreciated our weekly newsletters, social media channels and school app.
- App notifications were viewed very favourably as a method to keep parents informed.

The students from Years 4, 5 and 6 completed two Tell Them From Me surveys during 2016. Our students showed high levels in participation of school sports and extracurricular activities. 86% children had positive relationships and felt a strong sense of belonging to the school. The motivation levels of our Year 5 & 6 children was slightly lower than the State average and we plan to address this in 2017 with the review of our Student Wellbeing practices. The results showed the number of children who identified themselves as victims of bullying was significantly below the State average, 22% vs 36%. Our Positive Behaviour for Learning program ensures all students are aware of the school's behavioural expectations.

Policy requirements

Aboriginal education

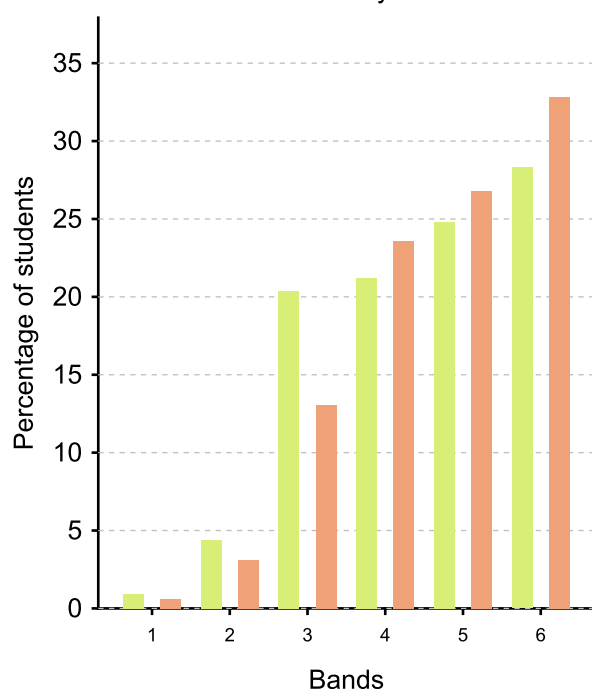
Balgowlah North Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. We had two students in 2016 who identified as being of Aboriginal and/or Torres Strait Islander descent. BNPS promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.

Multicultural and anti-racism education

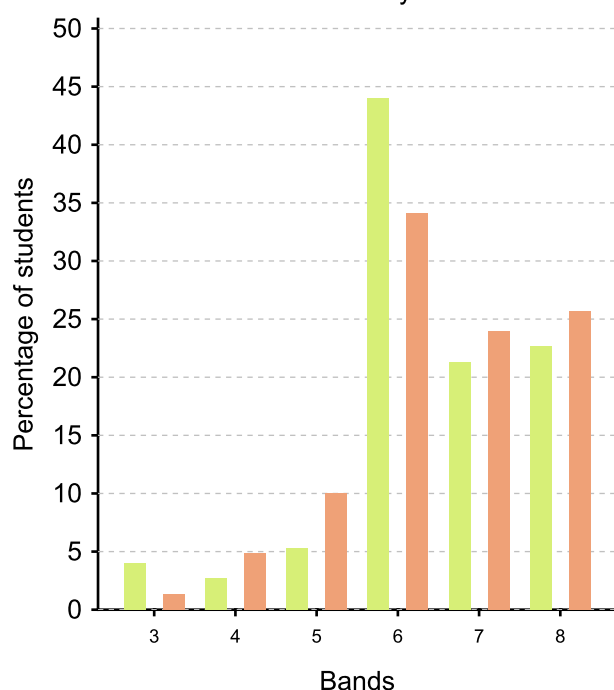
The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. Mrs Mason is the trained ARCO for Balgowlah North Public School and in 2016 she did not deal with any reported incidents of racism by individual students. The ARCO role involves promoting the values of respect for all races and cultures and our school expectations of being respectful, responsible and safe.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.